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waits for his prey at the mouth of the pit. Between the citadel of heaven and the cave of darkness lies the happy valley of Faeryland, with its flowery woods and its fantastic castle. The picture represents the first meeting of the minstrel and the queen.

Textiles

Clara Isabel Mitchell

Weaving: Apparatus for teaching the beginning of weaving and foundation weaves may be so simple in construction that it can be made by children six and seven years old. Mats and holders have been woven by children of the First Grade on blocks of ½-inch pine wood 6x12 inches, with a row of small nails driven at intervals of a quarter-inch entirely around the face of the board, a quarter-inch from the edge. This size was chosen as a convenient one for making the articles needed, but boards of other dimensions might be more practical for other purposes. The weaving on such an apparatus is really darning, and is done with a darning or packing needle. The material used is a heavy carpet yarn or cotton roving, chosen for its coarseness, because results are better with the coarse material, also because it is not so taxing to the child. The warp threads may be of one color and the filling of another; or the warp may be striped and the filling put in correspondingly to form checks. The warp—one continuous thread—is stretched up and down the length of the board around each of the nails at the ends. The filling may be put in as in darning, over one warp thread and under the next, alternately, making what is known as the plain weave. If this is varied by drawing one filling thread under two or more warp threads and breaking the order of the plain weave, we can teach twill, satin, and basket weaves. When the strip 6 x 12 inches is finished, it can be slipped off the loom, doubled, sewed or laced together, and will be useful as a holder for the poker, tongs, or tea-kettle.

A little loom which has been found useful, and which illustrates the principles of weaving, is made in the form of a rectangular frame, with an upright fastened in each corner, and poles or little beams extending across the ends of the loom between each pair of uprights, which have been bored through with holes large enough for holding the poles. Warp threads are tied to the poles and stretched tightly by rolling the poles. After tying an end to one of the poles or rollers, the thread should be drawn through a heddle before tying to the other roller. The heddle or harness may be made in various ways. It may be of cardboard cut with slits alternating with holes so arranged as to hold one set of warp threads, while another set is lowered or raised. A different harness may be made by a system of threads tied to a heddle frame, loops so alternating with free spaces that the warp threads are held as in the harness just described. The most primitive harness is illustrated in pictures of the Indian, Mexican, and oriental looms, simple in construction but slow in operation. Shuttles or bobbins may be made of pasteboard or of wood, and should be as long as can be conveniently held, and used in the selected warp. Packing needles may be substituted when the shuttles seem cumbersome and awkward, and often the weaving is best done with the fingers alone.

The looms and harness last described may be made any size desired, practical experience having proved the usefulness of several sizes, varying from 12x6 inches to 24x36 inches. On these have been made small rugs, mats, strips for ornamenting curtains, and bags. Larger rugs or curtains can be made by sewing or lacing together strips or blocks woven on these small looms.

With even the youngest children, and in the beginning of weaving, it seems wise to attempt something of design, not only for the educational value of pattern-making, but also because of the interest added to the work. Patterns based on the square and triangle are the only ones which can be successfully carried out under the limitations of material and process, and these grow into fineness and complexity with close arrangement of warp threads; warp threads placed closely together, giving greater opportunity for fine variation of forms in the pattern. The detail of oriental geometric designs may be taken as suggestive; the patterns made by the North American Indians, especially those in the Navajo blankets, are best of all.

Of the different ways of weaving in patterns, perhaps the safest to recommend is that of weaving straight across the warp in whatever colors are indicated by the pattern which is being followed, using a different needle or shuttle for each separate patch of color. Another way is to weave in the special figures separately and leave them unconnected at the sides, as in the kelim weaves. Great care will be necessary to keep a piece of work straight, with edges even and parallel. A help to this is the habit of keeping the filling thread loose; another, a thick cord at either edge of the warp to act as listing. A final recommendation in this work is that all weaving be of articles for which there is a use—one recognized by the children and felt by them to be genuine.

NOTE: The carpet yarns having proved to be the most satisfactory material used in children's weaving, the Institute has been able to secure some from the factories. As manufacturers will not sell small quantities, the Institute has on sale in the Book Room a limited quantity of the yarns which can be bought by teachers who wish to buy in small lots. It should be ordered by sample, at 50 cents per pound.

Constructive Work in History

Emily J. Rice

In selecting the material for work in history, we must consider certain prominent interests at the different periods of growth which need their own expression in action. The phases of the past which show these interests expressed most simply and completely are best adapted for study. For instance, the dawning interest in citizenship in the higher grades may be expressed in the attempt to regulate the affairs of the school-room in accordance with the types of government seen at work in political life. The difficulties experienced by the children in attempts at self-government may be then shown, as those met by people of the past and overcome in various ways with various results. These difficulties thus appear as problems, and the child's own powers are at work in their solution.

This is a type of the work that is valuable in history. The end in view is the realization of the present through a knowledge of the past. Here the constructive work is the dramatic expression of the forms of government worked out by the